



Policy Name	EQUALITY OBJECTIVES
Relevant To	Federation <input checked="" type="checkbox"/> Bidwell Brook Only <input type="checkbox"/> Ellen Tinkham Only <input type="checkbox"/>
Type of Policy	Model <input type="checkbox"/> School <input checked="" type="checkbox"/>
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EQUALITY STATEMENT

**Everyone will be the best that they can be
Everyone has a voice
No one is excluded**

Learn to Live Federation Vision Statement

We are committed to ensuring and promoting equality of opportunity for all children, staff, parents, and guardians irrespective of race, gender, disability, belief, sexual orientation, gender identity (including gender reassignment), and age.

Our aim is to develop a culture of diversity and inclusion in which all those within our community can celebrate their identity and participate fully in experiences and learning. Enabling our children to take part as fully as possible in every part of the Learn to Live Federation's life by developing each child's self-confidence, recognising their strengths, and encouraging them to achieve their full potential.

We challenge discrimination through the positive promotion of equality through learning, by tackling bullying, racism, and stereotyping, and by creating a safe welcoming environment that champions respect for all.

The Learn to Live Federation has a firm belief that diversity is a strength that must be respected and celebrated by all of those who learn with us and visit us.

SCOPE AND PURPOSE

This Equality Duty Review covers all individuals working at all levels, including staff at all levels, consultants, contractors, trainees, home-workers, part-time and fixed-term staff, volunteers, governing board members, casual workers, and agency staff. It also applies to the wider community such as children, job applicants, ambassadors and parents and carers.

The purpose of the Equality Duty Review is to set out our approach, through our equality objectives, to promoting equality and diversity and how we will tackle discrimination and challenge social exclusion. It outlines our commitment, actions, reviews, and how we comply with the law to ensure that equality and diversity are promoted in our Learn to Live Federation and that our staff, children, and community are not subject to, and do not commit, unlawful acts of discrimination.

EQUALITY ACT 2010

The [Equality Act 2010](#) protects people from discrimination and harassment. If someone thinks they have been discriminated against they may take their complaint to a court or Employment Tribunal (if they are an employee). But the act also places duties on public authorities (including the Learn to Live Federation) to be pro-active about addressing inequalities. The Public Sector General Duty (Section 149) states: that a public authority must give due regard to the need to:

- Eliminate discrimination, harassment, victimisation, and any other prohibited conduct.
- Advance equality of opportunity.
- Foster good relations between people.

‘Advance equality of opportunity’ means to remove or minimise disadvantage, meet people’s needs, take account of disabilities, and encourage participation in public life.

Failure to observe these public sector duties could result in a judicial review, but also put the Learn to Live Federation at risk of discriminatory practice.

These duties apply to eight **protected characteristics**:

- **Age** - A person of a particular age (eg 32 year old) or a range of ages (eg 18-30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.
- **Disability** - A person has a disability if they have, or has had, a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis, and cancer are all considered as disabilities, regardless of their effect.
- **Gender reassignment** – Transgender people may have the body of one gender but feel that they are the opposite gender. The word transgender is sometimes used interchangeably with terms such as transsexual or gender-variant but usually has a narrower meaning and different connotations than gender variant, including non-identification with the gender assigned at birth.

This relates to a person who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). Children as young as five may begin to show signs of [gender dysphoria](#) and therefore it is relevant in any Learn to Live Federation environment.

- **Marriage and civil partnership** – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to staff and other adults.
- **Pregnancy and maternity** - Maternity refers to the period of 26 weeks after the birth (including stillbirths), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave. Within education it also protects children who are pregnant.
- **Race** - A person’s colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
- **Religion and belief** - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent the Learn to Live Federation from carrying out collective worship or other curriculum-based activities, but children may withdraw from acts of collective worship.
- **Gender identity** - Gender identity refers to a person’s understanding and experience of their own gender, it is their internal sense of self. Everyone has a gender identity; for some people, it corresponds with the gender assigned at birth, and for some others, it does not. Gender identities are expansive and do not need to be confined within one collectively agreed-upon term. An individual’s appearance may not inform you of their gender identity. It is important to understand that one’s gender identity does not direct the way we are or the clothing we choose to wear.

- **Sexual orientation** - A person's sexual orientation, is the part of their identity that relates to who they find attractive. Although it is in the name, the attraction to other people does not have to be sexual, it could be romantic, or connection-based. Some people are attracted to a particular gender, or genders, some people are attracted to who the person is (their morals, values, humour, intelligence, etc.) and for some it is a combination of the two. Sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or disclosing at any age. The Learn to Live Federation with a particular religious ethos cannot discriminate against non-heterosexual children or parents or carers.

We understand that an individual's gender identity and sexual orientation is individual to them.

The legal duties to eliminate harassment and foster good relations make it clear that the Learn to Live Federation must address bullying and prejudice-related incidents, based on a protected characteristic, such as racism or homophobic bullying.

The expectation in law is not only for the Learn to Live Federation to respond when an incident occurs, but to also take steps to prevent those incidents from occurring or escalating.

Because of its relevance to the duty to eliminate harassment and foster good relations, this means that the Learn to Live Federation should [report](#) incidents to the local authority, publish information on performance, and set objectives about bullying and prejudice-related incidents. What is published will vary according to each school's size, but it could include publishing basic data, supported by a narrative, about the number and type of incidents reported and dealt with.

Care must be taken to not publish any details that could identify specific individuals. The Learn to Live Federation can include relevant objectives in its Federation Development and Innovation Plan and it should also refresh its equality objectives at least every four years.

For more information, please familiarise yourself with the DfE's [Equality Act 2010 and schools guidance](#).

RESPONSIBILITIES

Governing Board

- Ensure that the Learn to Live Federation complies with equality-related legislation.
- Ensure that the policy and its procedures are implemented by the Executive Head.
- Ensure all the Learn to Live Federation policies promote equality.
- Give due regard to the Public Sector Equality Duty when making decisions.

Executive Head

- Implement the policy and its related procedures.
- Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
- Take appropriate action in any case of actual or potential discrimination.

- Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties. The Learn to Live Federation should no longer require job applicants to complete a generic health questionnaire. Neither should the Learn to Live Federation seek out past sickness records until they have made a job offer.
- Ensure that all staff and children are aware of the process for reporting and following up on bullying and prejudice-related incidents.

DATA

Bidwell Brook School	Ellen Tinkham School
As of the end of December 2023, Bidwell Brook School employs 135 staff.	As of the end of December 2023, Ellen Tinkham School employs 196 staff.

EQUALITY OBJECTIVES

The Learn to Live Federation has two specific duties to assist us in meeting our general duty, set out by the Equality Act 2010.

They are:

- To publish information to show how we are complying with the equality duty. This must be updated at least **annually**.
- To prepare and publish one or more specific and measurable equality objectives at least every **four years**.

Our equality objectives are in response to this general duty.

EQUALITY OBJECTIVE = ONE

To implement a robust training programme that increases staff confidence across the Federation to support learners with increasingly complex disabilities and learning need.

Description of the Improvement Needed

As a Federation, we want high quality expert teaching built on evidence informed understanding of effective teaching and how pupils learn. We recognise that it is vital that we provide opportunities for teachers to develop subject specific pedagogy. As we have had a number of teachers join the Federation in recent years with varying degrees of SEN experience, it is important that we minimise in-school variation.

We also have a high turnover of teaching assistants and need to ensure they have the right level of knowledge and skill to support students effectively from the onset.

Following external visits (SIP & LA) as well as Ofsted at both schools in Spring 2023, it was recognised that we need to ensure that the curriculum continues to be developed effectively in a way that provides for pupils needs while also growing the subject knowledge and expertise of staff. We need to ensure that subject leaders have strong expertise and knowledge that goes beyond just the content of the curriculum so they can make informed decisions effectively – thus ensuring the schools' curriculum continues to inspire challenge and secure pupils' long term understanding of key concepts, knowledge and skills so that they can share this knowledge with others and there is a shared understanding, not just what is in the curriculum but how it is taught to meet the needs of complex learners.

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Planned targeted CPD - using outcomes from professional development meetings to target whole school, Federation wide as well as individual CPD needs.	Senior Leadership Team	By end of each academic year	<ul style="list-style-type: none">• Time for HR and HoS to go through PD meetings.• Time to plan and resource training so that it is responsive to actual need rather than perceived.• Cost of training.	<ul style="list-style-type: none">• Executive Head to co-ordinate. Strategy day in June will assist in the development of annual FDIP – training to be aligned to FDIP.• As a result of effective CPD - new staff are 'classroom ready' before working in class.• Staff across the Federation are confident to work in any classroom and support any learner.

Effectiveness of input and improvement to teaching and learning tracked following CPD.	Senior Leadership Team	By end of each academic year	<ul style="list-style-type: none"> • Agenda item at meetings. • Time for meetings. 	<ul style="list-style-type: none"> • Deputy Heads to meet weekly to monitor teaching and learning and evidence impact/effectiveness of CPD. Heads of Site to feedback to Executive Head weekly during HoS meetings. • External SIP and LA visits will evidence equity of provision and teaching and learning across the Federation.
End of Year Impact Statement				
Academic Year 2023-2024	<p>This year has seen a number of new teachers join the Federation, each bringing with them varying degrees of SEN experience. In light of this, we recognise the necessity to minimise in-school variation to ensure every child receives the highest standard of education.</p> <p>The high turnover of teaching assistants, coupled with the influx of new educators, has highlighted the imperative for tailored training. We have prioritised ensuring that all staff possess the requisite knowledge and skills to support our pupils effectively from the outset. Our curriculum continues to evolve, designed not only to cater to the diverse needs of our students but also to enhance the professional development and subject expertise of our staff.</p> <p>Subject leaders have been provided access to external training, fostering an environment of continuous learning that extends beyond mere curricular content. This enables informed decision-making, which in turn ensures that our curriculum inspires, challenges, and cements our pupils' long-term understanding of essential concepts, knowledge, and skills. Thus, we aim for every member of staff to cultivate a shared understanding of pedagogical approaches tailored to meet the needs of our complex learners.</p> <p>Mandatory training days have ensured that statutory requirements, such as Team Teach and manual handling, are met. The engagement pathway for our students has become a central focus, with comprehensive training for all staff and the development of a clear assessment pathway. This includes detailed curriculum policies, example lesson plans, and resources to support effective teaching.</p> <p>Staff across the Federation have engaged in several National Professional Qualifications, demonstrating a commitment to professional growth.</p> <p>From September 2024, we will institute weekly team meetings on Tuesday evenings, creating consistency in training opportunities.</p>			

	Despite a challenging financial climate limiting external training opportunities, the notes from our external School Improvement Partner visits indicate continued improvement in teaching and learning. However, we acknowledge that consistency remains an area for further development.
Academic Year 2024-2025	
Academic Year 2025-2026	

EQUALITY OBJECTIVE = TWO

Improving the participation and engagement of different groups of parents, carers and communities.

Description of the Improvement Needed

Since Covid-19, it has been noticed that parental engagement is on the decline. PTFA membership at both schools has been difficult to increase. Participation in attending family workshops and training sessions, both online and in person, has seen a reduction compared to previous years.

Family engagement in schools contributes to positive student outcomes, including improved child and student achievement, improved behaviour, parent-teacher and teacher-student relationships, as well as improved school environments.

We recognise the importance that community involvement has upon broadening and complementing teaching and learning in schools. We want to ensure that stakeholders are involved in the life of the school and are part of the Federation decision-making process.

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Promote the work of both PTFAs and provide opportunities for families to engage with existing members, with the aim of increasing PTFA numbers and improving participation.	Communication Lead and HoS	Reviewed termly	<ul style="list-style-type: none">Planned PTFA communication and marketing materials distributed each half term.Comms Lead and HoS to approach suitable parents to help/become PTFA members.HoS to attend future PTFA meetings.	<ul style="list-style-type: none">Stakeholder engagement and participation is a set agenda item on the Site SLT meetings, to ensure plans and communications are being monitored and there is improved participation over time.
Expand the cycle of feedback for families and the community.	Communication Lead	End of Academic year 2024-2025	<ul style="list-style-type: none">Continue to produce a Parent Survey based on the Ofsted questions.Prepare a survey to review and improve communication/routes.	<ul style="list-style-type: none">Responses from the Ofsted-based questionnaire will be analysed and compared to results from previous years.The new survey will provide an opportunity for families to comment on the existing communication routes used and how comms in general can be improved.
To update and launch new websites improving	SLT	Spring Term 2024	<ul style="list-style-type: none">Set up costs for 3 websites = £3570, plus	<ul style="list-style-type: none">Communications Lead to keep SLT informed through the design process.Post launch, review data on "hits" to the sites.

information and links with families.			<p>annual maintenance = £1185.</p> <ul style="list-style-type: none"> • Training session provided by the provider to ICT Manager and Comms Lead to be able to maintain the sites. 	<ul style="list-style-type: none"> • Ask families and staff for their views/any amends that could be made to help improve their interaction with the site and information on offer.
To give our school communities opportunities to come together and develop a sense of collective purpose to support the teaching, learning and outcome of all pupils.	SLT	Reviewed Termly	<ul style="list-style-type: none"> • Planned calendar of workshops and training for families across the Academic Year. • Liaison with external training providers to ascertain if costs are involved. • Planned class events in schools for families to visit/participate. 	<ul style="list-style-type: none"> • Stakeholder engagement and participation is a set agenda item on the Site SLT meetings, to ensure improved participation is monitored. • Our aim is for both school communities to have a range of events planned throughout the year that supports stakeholder involvement and create a wider sense of community for all – these will be reported in Heads Reports to governors. As a result of increased participation and engagement of different stakeholders, the Federation will enable nurturing challenging and empowering opportunities are available to pupils, staff and families.
End of Year Impact Statement				
Academic Year 2023-2024	<p>Parental engagement has shown a concerning decline across both schools within our Federation. Membership of the Parent, Teacher and Friends Association (PTFA) has proven difficult to increase, and attendance at family workshops, parents evenings and training sessions—whether online or in person—has also diminished when compared to previous years.</p> <p>Family engagement is integral to fostering positive student outcomes, leading to enhanced achievement, improved behaviour, and stronger relationships between parents and teachers, as well as within the school community itself. Our objective remains to ensure that all stakeholders are actively engaged in the school's operations and the Federation's decision-making processes.</p> <p>Despite these challenges, we are pleased to report a slight increase in PTFA membership at both establishments. To gauge stakeholder sentiment, we have distributed surveys on a termly basis. The recent communications survey provided parents with a platform to express their views on current communication routes and suggest enhancements.</p>			

	<p>The overall feedback was encouraging; however, it also highlighted areas for development. Family Newsletters could be shorter in length and more succinct, and the layout of the Home:School Diaries could be improved.</p> <p>The development of our new website is ongoing. Although progress has been slower than anticipated, we emphasise the importance of getting it right prior to launching.</p> <p>Throughout the year, we have organised a variety of events, including termly parent afternoons and school fetes, aimed at increasing stakeholder involvement and strengthening our school community. These will continue next year.</p>
Academic Year 2024-2025	
Academic Year 2025-2026	

EQUALITY OBJECTIVE = THREE

To ensure that all pupils attend school consistently to receive the full benefit of their education

Description of the Improvement Needed

Clarity with regards to processes for pupils who are regularly not attending school due to anxiety/mental health etc.

Online learning platform to mirror curriculum themes being taught in class – currently not being well utilised.

Better multi- agency working.

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
To ensure a realistic target and plan is in place for every pupil whose attendance is below 90% (persistent absentees).	HoS	Weekly	<ul style="list-style-type: none"> Time for meeting. Access to AIO. 	<ul style="list-style-type: none"> Non-attendance is followed up daily, including the reason for the absence. Attendance data scrutinised and monitored weekly at Head of Site meetings. Children with below 90% attendance to have Targets & Plans in place, taking account of pupil medical needs and interventions, respite, clinical care, therapeutic appointments If authorised absences occur, home school learning is put in place and linked to curriculum themes being taught in class. Deputy Headteachers to ensure Jotter is updated at least every term to ensure students accessing home learning are accessing learning that is in line with what their peers are accessing in school. Learners receive a consistent education with the benefit of teaching support in person. Education is able to continue whether through home learning or at school, as learning content is linked to the current curriculum themes. Schools are better able to fulfil its Education element within the child's EHCP.
DSLs to ensure prolonged, unauthorised absences are reported to the Social Worker/MASH.	DSL's at each site	Weekly		
Early Help Officer to support families to overcome attendance issues.	Early Help	Weekly		
Ensure those not attending school have access to learning that mirrors the curriculum themes being taught in class so that pupils have a smoother return to school and learning gaps are minimised.	Deputy Heads	Weekly	Time for teachers/key stage leads to update Jotter.	

End of Year Impact Statement

Academic Year 2023-2024

Our attendance monitoring processes have been impactful. The Senior Leadership Team receive daily attendance reports, allowing for the meticulous scrutiny of attendance data, which is further monitored weekly during Head of Site meetings. This regular tracking facilitates the early identification of students who may be at risk of disengagement, enabling timely interventions that offer necessary support and resources.

	<p>At Ellen Tinkham, four Annex Rs were implemented, and at Bidwell Brook, two Annex Rs were introduced for disengaged children, yielding highly effective results.</p> <p>Looking ahead, we will transition from Jotter, our previous online learning platform, to ensure that from September 2024, Deputy Headteachers oversee those students engaging with home learning are accessing resources aligned with their peers accessible through our new website.</p>
Academic Year 2024-2025	
Academic Year 2025-2026	

EQUALITY OBJECTIVE = FOUR

To ensure that any gap in attainment between different groups is not significant

Description of the Improvement Needed

As identified by external visits (LA and SIP) as well as Ofsted, Teachers need to make best use made of assessment information to inform planning and ensure that teaching strategies and resources consider pupils individual needs.

All staff need to know what learning looks like for each learner and what they need to do to support this.

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Evaluate Federation wide assessment methods to ensure that clear pupil progress is evidenced throughout the curriculum offer.	All T&L senior Leaders	End of each term	<ul style="list-style-type: none">• Time.	<ul style="list-style-type: none">• Deputy Heads to meet weekly to monitor and review teaching, learning and assessment and ensure that curriculum pedagogy is secure, ensuring that students make significant and measurable progress in their educational and social development.• Earwig monitoring is carried out by the Senior Leadership Team and Key Stage Leads on a regular basis. This is shared with class teachers. Core Subject Leads also monitor their subject on a regular basis and feedback to Senior Leaders and Key Stage Leads. Governors are kept informed through termly head teachers reports.• Key Stage Leads meet at least half termly with Heads of Site to monitor and review their Key Stage Action Plan and discuss trends identified in assessment monitoring. There may be a focus on a specific cohort of students or area of learning, but these meetings are an opportunity for any teaching and learning concerns which arise to be discussed. Meeting notes are recorded and shared. This information feeds into the Executive Heads Report to Governors.• Core Subject Leads meet at least once a term with the Heads of Site (or Senior Leader) to discuss progress in their areas and next steps. There may be a focus on a specific cohort of students, but these meetings are an opportunity for any teaching and learning concerns which arise to be discussed.
Ensure appropriate tools are in place to support baselining and assessment of pupil progress.	Deputy Heads	Reviewed termly	<ul style="list-style-type: none">• Earwig updates – more devices bought to ensure easy access for staff.	
Review and update individual core documents.	Class teachers	Termly	<ul style="list-style-type: none">• Staff meeting time.	

				<p>Meeting notes are recorded and shared. Regular feedback is given to the Subject Leads and targets set as appropriate. Subject Leader Action Plans are regularly monitored, reviewed, and reported on within the Executive Headteachers Report.</p> <ul style="list-style-type: none"> Teaching is of the highest quality to ensure all students reach their full potential.
End of Year Impact Statement				
Academic Year 2023-2024	<p>While there has been significant progress in establishing systems to ensure that attainment gaps are minimised, challenges remain in achieving consistency and timeliness in implementation.</p> <p>Deputy Heads' weekly meetings to monitor teaching, learning, and assessment demonstrate a proactive approach. However, our induction process has been inconsistent this year due to staff absences. Addressing this issue is critical to ensuring new staff are adequately prepared to deliver high-quality teaching and minimise attainment gaps.</p> <p>The Senior Leadership Team are using Earwig for tracking and monitoring teaching and learning and this provides a structured framework for quality assurance. Plans to engage Key Stage Leads in this process will strengthen middle leadership accountability. The slower-than-expected rollout of assessment frameworks on Earwig has impacted progress. Teachers have completed baseline assessments and regular meetings between Key Stage Leads, Heads of Site, and Core Subject Leads are taking place, providing opportunities for targeted discussions and action planning, including addressing specific cohorts or trends in data. Whilst action plans are reviewed in these meetings, a stronger emphasis is needed on analysing trends from assessment data and using these insights to drive targeted interventions. Engaging Clive Robson, School Improvement Partner, to work with middle leaders will provide valuable external insights and bolster leadership capacity. We have also planned to deliver instructional coaching training for middle leaders in Spring Term 2025. This training will enhance their ability to provide constructive feedback and support teaching improvement.</p> <p>With a stronger focus on induction, middle leadership development, and trend analysis, the school will be better positioned to ensure sustained progress for all groups of students.</p>			
Academic Year 2024-2025				
Academic Year 2025-2026				

EQUALITY OBJECTIVE = FIVE

To extend the range and context of outdoor learning opportunities available to all pupils

Description of the Improvement Needed

As a result of parental feedback via questionnaire, our outdoor learning opportunity offer is something that is highly regarded. Parents have commented that when children access outdoor learning opportunities at school the impact is far reaching – parents have felt enabled to take their child to do things they would not have ordinarily. Mental health and physical development have improved.

Pupils and staff also see impact – noticeable improvements in readiness to learn in the classroom, motivation and engagement increase etc.

As a Federation we need to ensure that these opportunities are offered to all students across the age ranges.

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Identify gaps in each schools' outdoor learning offer.	Deputy Head with Federation overview	Autumn Term 2023	<ul style="list-style-type: none"> Meeting cross-Federation to map out our outdoor learning offer. 	<ul style="list-style-type: none"> Deputy Head with Federation overview will ensure our outdoor learning offer is equitable, exciting, challenging and memorable for students across the Federation. Every learner is offered to attend a residential once in their school careers. Carefully planned and facilitated outdoor learning opportunities support all pupils in developing personalised learning goals.
Improve and extend provision.	T&L SLT	Spring Term 2024	<ul style="list-style-type: none"> Liaise with Key Stage Leads to roll out and implement the plan. Prepare "pack" to ensure consistency of message/payments for families. 	
Map out residential offer to ensure we have a clear, fair and achievable offer across the Federation.	Deputy Head with Federation overview	End of Academic Year 2023-2024	<ul style="list-style-type: none"> Meet with Outdoor Educ Leads with previous experience of running residentials regarding suitable locations etc. 	

End of Year Impact Statement

Academic Year 2023-2024	We recognise that all children learn in diverse ways. For some, the classroom environment can inadvertently stifle their learning and cause added stress. Many of our students flourish when learning outdoors, as this shift in environment can help embed and generalise learning and skills, deepening understanding.
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	<p>Deputy Head with Federation overview has gone on maternity leave and this role is now being undertaken by ETS Head of School.</p> <p>This year, we have worked diligently to ensure that every student has the chance to participate in a residential experience throughout their time at school, with Year 6 students at both schools taking part in an overnight camp. The initiative had a tremendously positive impact on students, staff, and families. Both residential took place on the school sites, making them financially accessible to all families and helping to boost participation.</p> <p>Despite financial constraints necessitating a reduction in certain outdoor education roles, we have retained a Rural Skills Lead at each school and remain committed to providing an equitable, engaging, and challenging outdoor learning experience throughout our Federation. As financial difficulties increase in the next academic year, we intend to leverage grants along with pupil and sports premium funding to ensure that our offsite and outdoor learning programs are not diminished.</p> <p>The SLT has implemented a system to track the offsite learning experiences each student participates in. This allows us to ensure that our offsite learning opportunities are provided as equitably as possible. The benefits of offsite and outdoor learning are well documented by students and families in the annual review feedback, making equity in this area particularly important.</p> <p>Ellen Tinkham School became a member of the Dartmoor School Sport Partnership this year, marking our first year of involvement. This partnership offered staff training in preparation for the upcoming reduction in Outdoor Education and P.E. staff next academic year, as well as giving students the chance to engage in enjoyable and competitive sports alongside peers from other mainstream and special schools.</p>
Academic Year 2024-2025	
Academic Year 2025-2026	

CONCLUSION OF OUR 4 YEAR EQUALITY OBJECTIVE CYCLE

APPENDIX

Definitions

BPRI	Bullying, prejudice and racism incident
Cohesion	People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.
Community	From the Learn to Live Federation's perspective, the term "community" has a number of meanings: <ul style="list-style-type: none"> • The Learn to Live Federation community – the students we serve, their families and the Learn to Live Federation staff. • The community within which the Learn to Live Federation is located – in its geographical community, and the people who live and/or work in that area. • The community of Britain – the Learn to Live Federation by definition is part of it. • The global community – formed by European and international links.
Cultural exchange	The sharing of different ideas, traditions, and knowledge with someone who may be coming from a completely different background than your own.
DfE	Department for education
Direct discrimination	Treating someone with a protected characteristic less favourably than others.
Discrimination by association	When a person is treated less favourably because they are linked or associated with a protected characteristic.
Discrimination by perception	When someone is discriminated against because it is believed they have a protected characteristic, whether or not they actually do.
Diversity	Recognising that we are all different. Diversity is an outcome of equality and inclusion
EAL	English as an additional language - a pupil whose home language is not English or who lives in a bilingual family.
Equality	This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may need to be treated differently in order to achieve an equal outcome.
Gender Dysphoria	Gender dysphoria is a recognised condition in which a person feels that there is a mismatch between their biological sex and their gender identity. Biological sex is assigned at birth, depending on the appearance of the infant. Gender identity is the gender that a person "identifies" with, or feels themselves to be.
Growth mindset	That there is always scope for learning, improving, and understanding.
Harassment	unwanted behaviour linked to a protected characteristic that violates someone's dignity or creates an offensive environment for them.
Inclusive	Making sure everyone can participate, whatever their background or circumstances. Ensuring everyone can experience the same experiences as any other child.